

M.V. Pevnaya, L.I. Shevtsova emphasize that volunteering allows you to consolidate in practice the knowledge gained in the process of studying at the university, to increase the professional and educational motivation of students, as well as to form the most important professional skills and abilities of the future specialist in the social and humanitarian sphere [4].

Conclusion. Thus, participation in volunteer activities is one of the prerequisites for quality education. The organization of this practice-oriented activity will help students to fully engage in the educational process of educational institutions, to acquire the necessary knowledge, skills and abilities in interaction with various groups of children. Volunteering is an important institution for social, cultural, economic and environmental development, as an effective means of socializing youth. Professional volunteering, included in the pedagogical process of the university, will contribute to the formation of students' outlook and gaining work experience in the chosen specialty.

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A TEENAGER AS AN OBJECT OF SOCIAL AND PEDAGOGICAL WORK

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The modern education system is able to independently prevent the consequences of deviant behavior of adolescents, such as a tendency to alcoholism, drug addiction, addictions, offenses, and etc. The optimal solution is preliminary preventive socio-pedagogical work with younger adolescents in the conditions of an educational institution. The sensitivity of this age to the perception of the ongoing work will make it possible not only to avoid the problems of deviant behavior, but also to direct behavior to the formation of correct value attitudes focused on universal humane values. The purpose of our study: to consider adolescents as an object of socio-pedagogical work in the conditions of an educational institution.

Material and methods. The educational institution «Secondary School № 46 of Vitebsk named after I.H. Baghramyan» was chosen as the basis of the study, the sample consisted of students in grades 6. To achieve the goal the study, the following methods were used: descriptive–analytical, comparative analysis, the questionnaire «Parents are evaluated by children» (PEC), questionnaires, mathematical methods of processing the data obtained.

Findings and their discussion. Adolescence is usually called the period from 10–11 to 15–16 years. It is called transitional, because at this time the child moves from a child's model of behavior to an adult, which is characterized by a change in self–esteem, self–perception in society, relationships with others and a change in value orientations. An ability to perceive the environment critically, analyze and draw your own conclusions, consciously assign certain moral values offered by society appears. Adolescence is a transitional and the most difficult period of the formation of a human personality. How a teenager survives this period will largely depend on his entire future life. Since the formation of personality is happening during this difficult period: the fundamental foundations of individuality are laid.

Approaches to the study of adolescence from the positions of different scientists vary. So L. S. Vygotsky considered adolescence from the point of view of interests that determine the structure of the direction of reactions. For example, the peculiarities of teenagers' behavior (drop in school performance, deterioration of relations with parents, etc.) can be explained by a radical restructuring of the entire system of interests at this age. D. B. Elkonin, based on the criteria of shifts of leading forms of activity and noted that adolescence is the period of 11–17 years. However, he distinguished two stages: middle school age (11–15 years), when communication is the leading activity, and senior school age (15–17 years), when educational and professional activity becomes the leading one.

It should be noted that L.S. Vygotsky and D.B. Elkonin considered adolescence as normally stable despite the crises of 13 and 17 years.

It is important for our research to note the transition from primary school and youth. Since it is this period that is sensitive for carrying out preventive socio–pedagogical work in educational institutions. D.B. Elkonin and T.V. Dragunova consider the age of 11–12 years as transitional from primary school to adolescence. D.B. Elkonin considers the crisis of 15 years to be the crisis separating adolescence from adolescence, and the crisis of 17 years separating youth from adulthood.

In our study, we have focused on the age category of students aged 12–15 years, based on the above arguments. Organizing socio–pedagogical activities with this category, we immediately note that the psychological characteristics of adolescence among psychologists are called «adolescent complexes» for a number of reasons:

- increased sensitivity to the assessment of outsiders;
- extreme arrogance and categorical judgments in relation to others;

- contradictory behavior: shyness is replaced by swagger, ostentatious independence borders on vulnerability;
- emotional instability and sudden mood swings;
- fighting against generally accepted rules and common ideals.

All these manifestations of adolescence, under the influence of society, can affect the tendency to deviant behavior, to one degree or another, which is typical for many students.

Socio-pedagogical activity in educational institutions is aimed at socio-pedagogical research in order to identify social and personal problems of students of all ages socio-pedagogical protection of the rights of minors; provision of socio-pedagogical support to the family in the formation of the personality of the student; socio-pedagogical counseling; socio-pedagogical prevention; assistance in creating a pedagogically oriented environment for the optimal development of the personality of a minor.

To organize such activities, we have previously conducted a study. The first stage was aimed at identifying relationships in families, our respondents based on the methodology of « Parents are evaluated by children» (PEC). The total number of the sample is 42 people. The data have showed that, according to adolescents, their parents are most pronounced minimality of sanctions (40%) and educational uncertainty (37.5%), there is also hyper projection (25%), insufficient requirements-prohibitions (20%) and dominance (15%). All test subjects (100%) believe that their parents don't have excessive demands-responsibilities that limit their freedom and self-activity; the expansion of the sphere of parental feelings, that is, there is no fear of the growing independence of the child, and the desire to keep him with the help of hyperprotection and underdevelopment of parental feelings.

The second stage of the study was aimed at studying leisure preferences. The analysis of the answers revealed the following: a lot of the respondents spend most of their time playing computer games (78%), immersing themselves in the virtual world, leaving real affairs. As one of the reasons, teenagers indicated the fascination and anonymity of this pastime. The second, predominant way of spending leisure time is visiting clubs, sections, clubs (68%). The choice of this answer allows us to note its positivity: students are able to engage in their chosen business for a long period, are interested and learn new things. Choosing the option of «playing in the yard» showed that 61% have no one to go with; 39% don't know how to organize their time on the playground. Answering the question about leisure itself and its organization, the answers were distributed as follows: I do not have enough time (14.2%); I do not have problems in organizing leisure (22.8%); I do not have enough money (21.1%); there is nowhere to go (10.2%).

Conclusion. Information about the specifics of relationships in the family and the choice of pastime by studying adolescents, allows you to build a correct and effective socio-pedagogical work on the prevention of negative deviant tendencies of modern adolescents. Knowledge of socio-psychological and individual-personal characteristics will allow you to adjust the plan of socio-pedagogical activity in relation to each student.